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ABSTRACT

The Salinas Union High School District's Concurrent Enrollment Program, in which credit for college courses successfully completed can be applied toward high school graduation, was evaluated. The evaluation covered the period from September 1972 to January 1974, during which 201 high school students were concurrent-enrollment and advanced-placement participants. The sections of the report provide the following: (1) the name, title, units, and number of persons completing each course, the grade earned, and the cumulative grade point average per unit in a specific content area; (2) participating students' evaluation of the experimental program; (3) parents' evaluation of selected aspects of the program; (4) a digest of participating students' additional comments; (5) a digest of parents' comments; (6) analysis and comparison of the experimental period to a base period; (7) post concurrent enrollment activity; and (8) recommendations. An appendix provides the students' and parents' evaluation forms, with the covering letter. (DB)

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Instructional Services Division
Salinas Union High School District

Research Report No. 8

School and College Cooperation: A Report on an Experimental Project in Concurrent Enrollment

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"Each state should undertake a review and analysis of the general education requirements for graduation from high school. Objectives should be clearly established and new means to these objectives should be explored, including the possibility that students can "test out" of graduation requirements. In addition, the relationship of general education at the high school to that at the college level, especially in grades 13 and 14, should be explored with a view toward ways that the general education requirements at both levels might be linked together to provide continuity and to prevent wasteful overlap and duplication...."

Continuity and Discontinuity
Higher Education and the Schools
A Report and Recommendation by
The Carnegie Commission on
Higher Education, pp. 69-70

"Unnecessary duplication averages one-third of the first two years of college work."

Ibid, p. 109

Introduction

Section 8058 of the state Education Code provides that "Upon request of the governing board of any school district, the State Board of Education may, for a number of years to be specified by the board, grant the district exemption for one or more of the course of study requirements set forth in this division."[1] In July of 1972 the Board of Trustees of the Salinas Union High School District requested exemption from Title V, California Administrative Code, Section 1630, for certain selected students. Section 1630 provides that "Credit toward graduation for successful completion of courses taken in a junior college or state college may be granted to a student enrolled in a four-year or senior high school...under the following conditions:

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1. Education Code, 1971, Volume I, p. 558

(a) The person makes written application for the credit.
(b) The course was a subject included in the high school course of study.
(c) ...the credit is disallowed...as credit toward graduation from college.
(d) The credit is allowed toward high school graduation at the rate of 3 1/3 (three and one-third) semester periods for each credit hour earned in college.[2]

In requesting exemption the Board of Trustees' intention was the creation of an experimental Advanced Placement Program for high school students who were concurrently enrolled at Hartnell Community College. (Research Notes: The Advanced Placement Program is a program in name only. All that is offered or available are regular classes which are also attended by full time college students. In practice the Advanced Placement student population consists of two sub-groups. The first group are students enrolled at and attending both high school and Hartnell Community College; hence, the term concurrent enrollment. This group attends high school for at least a minimum day, and earlier or later in the day or evening attends Hartnell for one or more classes. Both school and college are entitled to units of A.D.A. credit. The second group are students who have been released from regular attendance at their schools to complete high school graduation requirements at Hartnell. ((Basic authorization for this option is the Education Code, Section 12603, where it is stipulated that persons enrolled pursuant to this section shall not exceed one percent of the community college's total enrollment.)) The term of release is usually 1 semester but may be longer. These students attend Hartnell only and return to their high schools to graduate at either mid-year or in June. Only the college is entitled to units of A.D.A. credit.) The Board of Trustees proposed that course and unit requirements for high school

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2. California Administrative Code, Title 5 (Register 74, No. 10, 3-9-74), pp. D-92, D-93.

graduation be exempted provided a student demonstrate proficiency in the appropriate scholastic or vocational subject by earning a passing grade in a similar or parallel course at Hartnell. The State Board of Education approved the experimental program in its mid-October 1972 meeting. Exemption from Title V, Section 1630, was granted for a term of five years commencing with the beginning of school year 1972-73. The State Board added a limitation of 40 units of credit towards individual permissable exemption.

A brief review of the educational climate that preceded and influenced the extraordinary proposal of the Board of Trustees of the Salinas Union High School District follows: In California's elementary and secondary school educational program specifications prior to 1968, an implicit assumption was the similarity of needs of all learners. This principle was clearly recognizable in highly specific course content, goal and objective, and graduation requirement legislative mandates. In 1968 an elementary and secondary school education reform movement, which had been underway for several years, culminated in the enactment of Senate Bill 1, the Senator George Miller, Jr., Education Act. The essence of that legislation was a limited and responsible sharing of authority between the legislature and individual school districts to the end that through local enterprise, including community involvement, a local elementary and secondary school curriculum could be developed that would be germane and more responsive to that community's interests and needs. Moreover, it was the intent of the act to enable better utilization of local abilities, talents, knowledge, experience and facilities. Furthermore, another essential aspect of the legislation was the establishment of minimum standards of proficiency for graduation from the twelfth grade.

Part and parcel of the general reform movement has been the intent to provide for a more personalized and humanized education. Recognition has grown and subsequent accommodation made to the social implications attending upon the earlier physical

and intellectual maturation of youth. A growing body of literature, the Kettering Foundation's study, The Reform of Secondary Education, McGraw-Hill, 1973, to mention only one, has suggested that permanent changes have occurred in our society's traditional roles, responsibilities, and practices associated with growing up. Education as well as other shapers of society must respond to this spirit of change and renewal.

The Traditional Role of Advanced Placement

Qualified high school students have had the opportunity to enroll in advanced academic or advanced technical or vocational courses at Hartnell for a number of years. Typically, these students would have completed the entire sequence of courses offered by their high schools in a particular subject area. To facilitate continuous progress, students were permitted to enroll in college level classes such as Analytic Geometry and Calculus intermediate and advanced foreign languages and advanced vocational courses such as Automobile Body and Fender. Atypically, a small number of high school students entered college level courses to which there was no high school level counterpart. Elementary Japanese and Classical Piano would be examples of this category. Finally, another group of students, perhaps enrolling in late afternoon or evening division college, took classes for their own personal enrichment.

For the most part, credit earned in these classes was applied towards requirements for a college degree, if it was used at all. High school graduation requirements were not considered. It was the individual's responsibility to have his high school notified that a college level class had been completed. The high school registrar made a special entry upon the student's permanent record, listing the name of the course completed and the college attended. Most commonly, the entry specified no high school credit or grade was implied or earned.

It seems reasonable that the estimation of the number of high school students enrolled at and attending both high school and college, based upon high school permanent record postings, would produce an underestimation of the real number of students involved. For the reason that, then, as now, many students may feel it is none of their high school's business if they are taking college courses, especially if the course is for personal enrichment. Statements on applications for admission or in college catalogs declaring the age prerequisites for admission do not deter curious or ambitious high school students. Policing college admission is a difficult problem. However, Salinas' dual or mutual credit experimental demonstrated proficiency program, as it becomes better known to the high school student populations, may make a substantial reduction in the number of unknown and unofficial participants.

Salinas Union High School District Student Enrollment at Hartnell: School Years 1970-71 and 1971-72

In the twenty-school-month period occurring between September 1970 and June 1972, more than 2,400 students were enrolled as Seniors in Salinas' three high schools. Sixty-nine of the 2,400 students also enrolled and completed college level courses at Hartnell Community College. The catalog number, course name and title, and the number of high school students completing each are listed below:

catalog number		number of persons
	Anthropology	
1	Introduction to Anthropology	2
	Art	
15A	Ceramics	1
	Chemistry	
1A	General Chemistry	1

catalog number		number of persons
	Computer Science	
1	Introduction to Computer Programming	2
7	RPG Programming	1
	English	
1A	College Composition and Reading	7
	Foreign Language	
3-4	Intermediate French	2
25A	Advanced Spanish	1
	Health Education	
2	Health Education	1
	Mathematics	
3A	Analytic Geometry and Calculus	7
24	Trigonometry	1
	Music (at Monterey Peninsula College)	
?	Classical Piano	1
	Physical Education	
1	Physical Education	1
	Political Science	
1	American Political Institutions	3
	Sociology	
2A	Introduction to Sociology	2
	Technology	
151A	Radio and Television	1
152	Fundamentals of Electronics	2
180A	Automotive Technology	1
182A	Body and Fender	32

Analysis of 1970-72 Advanced Placement

Excluding Body and Fender credit, a total of 108 college credit hours were completed by Salinas high school students during the two-year base period. There were 224 units of Body and Fender completed. It is apparent that during the 1970-72 base period, the major thrust (39 students) of advanced placement was in technical-vocational subjects. (During this year's follow-up study of the district's graduating class of 1973, a questionnaire was returned with the comment that the graduate's counselor had actively discouraged participation in advanced placement academic courses. The graduate stated when the counselor learned that she had enrolled in the college course anyway, the counselor ignored the student from that time on. The graduate was well qualified and now places a high value on being one semester ahead of her high school graduating class. The graduate attends the University of California at San Diego.) Only 26 of the 69 students completed courses in academic areas such as Anthropology, Chemistry, English, Foreign Languages, Mathematics, et cetera. In the base period, the 69 advanced placement students' participation was distributed across 19 different courses.

Salinas Union High School District's Experimental Concurrent Enrollment and Advanced Placement Program: School Years 1972-73 and Fall Semester 1973-74

In the fifteen-school-month period occurring between September 1972 and January 1974, there were also approximately 2,400 students enrolled as Seniors in Salinas' three high schools. As a direct result of the advertisement of the experimental dual credit program in the high schools, the number of concurrent enrollment and advanced placement participants increased from 69 to 201. The comparison period of the experimental program is five months less than the base period (1970-72). It is conservatively estimated

that at least 250 students will have participated by the conclusion of the 1974 school year. Therefore, the opportunity to exempt a standing (or statutory) high school graduation requirement by demonstrated proficiency in a college level surrogate course, has increased the number of participants in advanced placement about 3.6 times.

There is reason to believe that information about the program and its benefits did not achieve the intended thorough dissemination. Renewed efforts to inform parents and students through principals' newsletters, community and school press coverage, public service announcements, items in the daily student bulletin, and, perhaps, posters in high school classrooms, will help achieve the desired goal of the widest possible knowledge about the program. It is thought that repitition of the efforts described above, and the positive experience of present and former participants and the good word they will broadcast, will produce additional increases in the number of concurrently enrolled students.

The following sections will detail:

1. The name, title, units, and number of persons completing each course, the grade earned, and the cumulative grade point average per unit in a specific content area.

2. Participating students' evaluation of the experimental program.

3. The parents' of participating students evaluation of selected aspects of the program.

4. A digest of participating students' additional comments.

5. A digest of parents' of participating students comments.

6. Analysis and comparison of the experimental to base period.

7. Post Concurrent Enrollment Activity.

8. Recommendations.

(Informational note: Although not included in this evaluation, the Neighborhood Youth Corps summer college enrollment program for high school students has held a significant place in the exposure of pre-college students to the college campus. During the base period, 1970-72, the number of known college NYC summer session high school students exceeded the known Advanced Placement students (79 NYC students, 69 A. P. students). It is believed that the NYC summer 1974 college program for high school students will produce approximately 150 participants. The participants are drawn from all high schools within the Hartnell Community College attendance area, not just Salinas. The academic requirements of this summer program is believed to be geared to students described as "underachievers." In other words, the classes are not representative of the regular college curriculum.)

COURSES OF STUDY

catalog number		Units	Persons*	Grade Earned F	D	C	B	A
	ADMINISTRATION OF JUSTICE							
1	Introduction to Administration of Justice	3	4			1	3	
3	Concepts of Criminal Law	3	3		1		1	1
4	Legal Aspects of Evidence	3	1			1		
	Total units in area: 24							
	G. P. A. per unit in area: 2.79							
	AGRICULTURE							
64H	Feed and Feeding	2	1			1		
66H	Meat Animals	3	1			1		
72	Basic Agricultural Mechanics	3	1					1
	Total units in area: 8							
	G. P. A. per unit in area: 2.75							
	ANTHROPOLOGY							
1	Introduction to Anthropology: Physical	3	1				1	
	Total units in area: 3							
	G. P. A. per unit in area: 3.00							

*This number will total 341. The actual number of participants was 201. The overcount is produced by persons completing more than one course.

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catalog number		Units	Persons	Grade Earned F	D	C	B	A
	ART							
12C	Design (Painting)	3	1				1	
15A-B	Ceramics	(2-2)	3			1	2	
	Total units in area: 9							
	G. P. A. per unit in area: 2.55							
	ASTRONOMY							
1	Introduction to Astronomy	3	2				2	
	Total units in area: 6							
	G. P. A. per unit in area: 3.00							
	AVIATION							
150	Introduction to Aviation	3	1			1		
	Total units in area: 3							
	G. P. A. per unit in area: 2.00							
	BIOLOGY							
20-21	Natural Science	(3-3)	2				1	1
30	Marine Biology	3	1					1
48	Man and His Environment	3	1				1	
	Total units in area: 12							
	G. P. A. per unit in area: 3.50							

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Catalog number		Units	Persons	Grade Earned					
				Pass	F	D	C	B	A
	BUSINESS								
1A	Accounting Principles (Financial)	4	2					1	1
18	Business Law	3	1				1		
32	Introduction to Business	3	1						1
63	Elementary Typewriting	2	2					2	
67	Beginning Stenography	4	1					1	
68	Intermediate Stenography	4	6				3	1	2
109	Keypunch Operation	2	2				1	1	
175	Business English	3	1				1		
200	Work Experience in Business	(1-4)	2	2					
	Total units in area: 55								
	G. P. A. per unit in area: 2.88								
	CHEMISTRY								
1A-B	General Chemistry	5	3				1	2	
	Total units in area: 15								
	G. P. A. per unit in area: 2.67								

catalog number		Units	Persons	Pass	Grade Earned F	D	C	B	A
	COMPUTER SCIENCE								
1	Introduction to Computer Programming	3	2					2	
5	Survey of Computers and Data Processing	3	2				1	1	
7	Report Program Generator Programming	3	1				1		
	Total units in area: 15								
	G. P. A. per unit in area: 2.60								
	ECONOMICS								
1A-B	Principles of Economics	(3-3)	3				1	1	1
	Total units in area: 9								
	G. P. A. per unit in area: 3.00								
	ENGLISH								
A	English Grammar and Composition	3	6	1			3	1	1
1A-B	College Composition and Reading	(3-3)	63		1	5	19	17	21
17	The Contemporary Shakespeare	3	2						2
57	Development Reading	2	3	1			1	1	
253	Fundamentals of Composition	3	5				1	3	1
	Total units in area: 235								
	G. P. A. per unit in area: 2.88								

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catalog number		Units	Persons	Grade Earned					
				Pass	F	D	C	B	A
	FOREIGN LANGUAGE								
1-2	Elementary French	(4-5)	3					1	2
3-4	Intermediate French	(4-5)	5					2	3
1-2	Elementary German	(4-4)	1				1		
1-2	Elementary Spanish	(4-4)	2				1	1	
3-4	Intermediate Spanish	(4-4)	13				2	6	5
25A-B	Advanced Spanish	(3-3)	3						3
	Total units in area: 105								
	G. P. A. per unit in area: 3.31								
	GEOGRAPHY								
1	Introduction to Geography: Physical Elements	3	1				1		
	Total units in area: 3								
	G. P. A. per unit in area: 2.00								
	GEOLOGY								
36	California Landscape	3	1						1
	Total units in area: 3								
	G. P. A. per unit in area: 4.00								

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catalog number		Units	Persons	Grade Earned					
				Pass	F	D	C	B	A
	HEALTH EDUCATION								
2	Health Education	2	7	1			1	2	3
55	First Aid	2	1					1	
	Total units in area: 16								
	G. P. A. per unit in area: 3.29								
	HISTORY								
4A-B	History of Western Civilization	(3-3)	2					2	
17A-B	History of the United States	(3-3)	21			4	7	8	2
18	The United States Since 1945	3	2			1	1		
	Total units in area: 75								
	G. P. A. per unit in area: 2.36								
	HOME ECONOMICS								
23	Nutrition	3	1						1
51A-B	Cooking for Two	(2-2)	1					1	
	Total units in area: 5								
	G. P. A. per unit in area: 3.60								
	JOURNALISM								
20A-B	Newswriting and Reporting	(3-3)	2					1	1
	Total units in area: 6								
	G. P. A. per unit in area: 3.50								

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catalog number		Units	Persons	Grade Earned					
				Pass	F	D	C	B	A
	LIBRARY TECHNOLOGY								
51	Introduction to Library Services	3	1			1			
	Total units in area: 3								
	G. P. A. per unit in area: 1.00								
	Mathematics								
3A-B	Analytic Geometry and Calculus	(5-3)	9			2	2	3	2
21	Elementary Algebra	5	2				1	1	
23	Intermediate Algebra	3	8				3	4	1
24	Trigonometry	3	8				1	3	4
50A-B	General Mathematics	(3-3)	1				1		
	Total units in area: 104								
	G. P. A. per unit in area: 2.73								
	MUSIC								
A-B	Musicianship	(2-2)	3					1	2
1A-B	Harmony	(3-3)	2					1	1
2A-B	Music Appreciation	(2-2)	1					1	1
9	Applied Music (Strings)	1	3					2	1
10	Applied Music (Woodwinds)	1	1					1	
13	Chamber Orchestra	1	3				1	1	1
15	College Choir	(½-2)	2						2
16	Community Chorus	1	2						2
	Total units in area: 25								
	G. P. A. per unit in area: 3.44								

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catalog number		Units	Persons	Grade Earned: Pass	F	D	C	B	A
	PHILOSOPHY								
6A-B	Introduction to Philosophy	(3-3)	3					2	1
	Total units in area: 3								
	G. P. A. per unit in area: 3.33								
	PHYSICAL EDUCATION								
1	Physical Education	1	28	1			3	12	12
3	Varsity Sports	1	1						1
	Total units in area: 29								
	G. P. A. per unit in area: 3.24								
	POLITICAL SCIENCE								
1	American Political Institutions	3	22			1	11	6	4
	Total units in area: 66								
	G. P. A. per unit in area: 2.59								
	PSYCHOLOGY								
1A	General Psychology	3	3				1	2	
21	Orientation	½	13					2	11
41	Psychology of Human Relations	3	3				1	1	1
	Total units in area: 29								
	G. P. A. per unit in area: 3.24								

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catalog number		Units	Persons	Grade Earned					
				Pass	F	D	C	B	A
	SOCIOLOGY								
2A	Introduction to Sociology	3	1				1		
41	Marriage and Family Relations	3	1					1	
46	Tutoring	(1-2)	2	2					
	Total units in area: 6								
	G. P. A. per unit in area: 2.50								
	SPEECH								
1A	Essentials of Public Speaking	3	2					2	
	Total units in area: 6								
	G. P. A. per unit in area: 3.24								
	TECHNOLOGY								
173A	Welding	2	2					1	1
180A	Automotive Technology	2-7	3				1	2	
182A-B	Body and Fender	2-7	10			2	4	4	
	Total units in area: 80								
	G. P. A. per unit in area: 2.30								
	APPRENTICESHIP TRAINING								
291	Linoleum and Carpet Layers	4	1			1			
	Total units in area: 4								
	G. P. A. per unit in area: 1.00								

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catalog number		Units	Persons	Grade Earned					
				Pass	F	D	C	B	A
	THEATRE ARTS								
2	Art of Interpretative Speech	3	1					1	
5A	Play and Television Production	3	1						1
10A	Principles and Theory of Acting	2	1					1	

Total units in area: 8

G. P. A. per unit in area: 3.33

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Evaluations Sought From Participants and Their Parents

Records were compiled listing every high school student who had completed a college course at Hartnell since the experimental concurrent enrollment had its inception in September of 1972. In late February of 1974, cover letters, separate student and parent questionnaires, and business reply return envelopes were mailed separately to this group and their parents. (See Appendix, documents 1, 2 and 3.) Two hundred and one student and 200 parent mailings were involved. Questionnaires were returned by 158 or 79% of the students. Replies were received from 165 or 82% of the parents. The reasons for non-response were investigated and the following relationships were found:

Apparent Reason	Number of Participants	Number of Parents of Participants
Moved, no forwarding address	8	8
Two questionnaire packages mailed, no known telephone number	23	21
Didn't wish to comment	1	6
Away at four-year college	11	0
Parent of married student		1

Student Participant Evaluation

(Note: Interpretation of scale - It is possible in certain situations to apply two interpretations to a response on a Likert type scale. For instance agreement or disagreement with the statement "I like dogs:" A person might disagree and mean not that they had a dislike for dogs, but they had an overwhelming love of dogs. The next evaluation in this series will correct for the potential problem of ambiguity.)

	Strongly Disagree	Disagree	Not sure, Undecided	Agree	Strongly Agree	
1. Registration for the class(es) at Hartnell was as easy as at your high school.	9	32	4	78	28	N
	(6)	(21)	(3)	(52)	(19)	%
(Note: Registration by mail has been introduced for concurrent enrollment students. An even more positive response is anticipated.)						
2. The class(es) that you wanted were open when you registered.	5	26	1	86	31	N
	(3)	(17)	(-)	(58)	(21)	%
(Note: Disagreement was associated with schedule conflicts between schools. In some cases, these were resolved by attending evening division college.)						
3. The challenge required by your class(es) was about what you expected in:						
a. required textbook reading	3	22	5	103	25	N
	(2)	(14)	(3)	(65)	(16)	%
b. outside readings	6	37	14	72	20	N
	(4)	(25)	(10)	(48)	(13)	%
c. note taking	1	19	3	89	32	N
	(-)	(13)	(2)	(62)	(22)	%
d. concentration in lecture	2	23	7	85	30	N
	(-)	(16)	(5)	(58)	(20)	%
e. writing of papers	3	27	15	79	22	N
	(2)	(19)	(10)	(54)	(15)	%
f. taking examinations	4	21	9	85	31	N
	(3)	(14)	(6)	(57)	(21)	%

(Note: The challenges presented by college level courses were within the academic skills repertoire of the participants. Apparently, outside reading requirements were larger than 30% of the students anticipated.)

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	
4. The challenge or effort required by your class(es) was about what is required from a senior level high school (academic) course in:						
a. required textbook reading	10	62	8	58	10	N
	(7)	(42)	(5)	(39)	(7)	%
b. outside readings	11	52	13	54	8	N
	(8)	(38)	(9)	(39)	(6)	%
c. note taking	12	57	9	60	10	N
	(8)	(39)	(6)	(41)	(7)	%
d. concentration in lecture	10	54	10	63	10	N
	(7)	(37)	(7)	(43)	(7)	%
e. writing of papers	10	59	14	58	6	N
	(7)	(40)	(9)	(40)	(4)	%
f. taking examinations	9	59	8	62	10	N
	(6)	(40)	(5)	(42)	(7)	%

(Note: Two interpretations of these evaluations are possible. One is that the effort required by college concurrent classes is about equal to that necessary to earn an equivalent grade in a senior level high school academic class. The other is that the requirements for the college level course was slightly higher. This ambiguity will be resolved in future evaluations.)

5. Within the stated purposes of the Concurrent Enrollment Program, the educational benefit to you came reasonably close to or exceeded your expectations.	3	6	5	94	40	N
	(2)	(4)	(3)	(64)	(27)	%

(Note: Over 90% felt satisfied that the benefit sought by participating in the concurrent program had been achieved.)

	Strongly Disagree	Disagree	Not sure, Undecided	Agree	Strongly Agree
6. You would recommend the Concurrent Enrollment Program to others with similar goals.	3	4	6	67	71
	(2)	(3)	(4)	(44)	(47)

(Note: Over 90% of the participants are concurrent enrollment good will ambassadors.)

7. Finally, please look back at the three major needs or purpose statements. Write in the answer space the number of the purpose closest to why you were motivated to participate.

1. Enrollment in specialized or advanced courses (often occupational) not available in the high school curricula.)	35	N
	(23)	%
2. Reducing time necessary for graduation from high school (making it possible to graduate one semester, or even one year early.	15	N
	(10)	%
3. To get a head start in fulfilling the requirements for a college degree.	63	N
	(42)	%
4. No goal	20	N
	(13)	%
5. Combinations		
1 and 2	2	N
	(1)	%
1 and 3	8	N
	(5)	%
2 and 3	4	N
	(3)	%
1-2 and 3	4	N
	(3)	%

(Note: The major reason (53%) for participating in concurrent enrollment for this group was to get an early start in earning credit towards a college degree. Thirty-two percent enrolled in specialized or advanced courses not found in the high school curriculum. Fifteen percent used participation to graduate early from high school. And about 15% did not have a specific goal. (The percentages add to 115% because the categories are not mutually exclusive.)

Parents' Evaluation

	Strongly Disagree	Disagree	Not sure, Undecided	Agree	Strongly Agree	
1. Your son's or daughter's concurrent enrollment class(es) contributed a positive educational benefit upon them.	3	6	5	84	66	N
	(2)	(4)	(4)	(51)	(40)	%
(Note: Parental response was overwhelmingly (91%) in favor of concurrent enrollment.)						
2. In your judgement the Concurrent Enrollment Program is satisfactorily fulfilling its stated goals for individual students.	2	5	14	90	50	N
	(1)	(3)	(9)	(56)	(31)	%
(Note: The undecided felt that the program had worked well for their children, but did not want to project that evaluation to the entire program because of lack of relevant information.)						
3. The Concurrent Enrollment Program should be open only to those students who have written parental permission.	15	60	23	45	19	N
	(9)	(37)	(14)	(28)	(12)	%
(Note: The magnitude of disagreement was surprising. Generally, the disagreeing parents felt their children were old enough to make up their own minds about taking a college course.)						

Digest of Participants' Written Comments

1. The most frequent comment was additional approval of the opportunities and benefits conferred through the concurrent program and its exemplary features.

2. Another frequent observation came from students who had subsequently graduated and went on to college. They felt, more than any other experience in their prior education, participation in the concurrent program had helped prepare them for college. They wrote, the transitional adjustment between high school and college was much easier for them than for fellow students who entered college without advanced placement experience.

3. Another frequent comment was the program needed more publicity among high school students; furthermore, it was implicit in some statements that more information was needed. For instance, that grades earned in college level do not count towards high school grade point average, the exclusion from honor societies, the denial of the CSF gold seal embossed upon the high school diploma, and exclusion from high school interscholastic sports competition because the student wasn't enrolled in enough high school classes.

4. A need was also expressed for a car pool or transportation system.

5. Multiple comments were made about
   a. The chance to get away from the high school campus and crowd.
   b. The chance to feel interested and excited about a subject and learning in general.
   c. Some complained about poor college instructors, but did not blame the program for that.
   d. Some complained they had not been notified of English placement exams.

6. Many asked for improvements in the registration procedures.
7. A few wrote about problems having four-year colleges accept for college credit concurrent classes listed on the high school permanent record transcript.
8. Finally, a few asked for waiver of more than 40 units of credit.

Digest of Parents' of Participants Written Comments

1. The most frequent comment was that the concurrent program had provided a challenge which inspired their children to study and learn. It provided a relief from the monotony of high school.
2. Also frequently mentioned was the ease with which their children had adjusted to full-time college after graduation.
3. The third frequently mentioned observation was the general excellence of the concurrent idea and program. These parents lauded the district for its innovation.
4. A need was expressed for more and better publicity and information about the program.
5. Three parents felt that their child's evening division class had diminished their benefit from the program. (These cases arose from schedule conflicts.)
6. Two parents complained their children withdrew from a class without their consent.
7. Additional comments, each with a frequency of one:
   a. Need more information about college requirements
   b. Student was ineligible for certain loans and desired classes because of being admitted to a four-year college with advanced standing. (This case was investigated. The student graduated at mid-year with the help of concurrent enrollment. Then the student enrolled as a regular Hartnell Community College student during the

Spring semester 1973. In Fall of 1974, the student transferred to Sacramento State with Advanced Standing. The courses the student wanted had been filled by pre-registration of regular entering Freshmen who have priority. The character of the loan problem is unknown.)

c. The concurrent program helped the student decide against early graduation.
d. The program may help prevent drop outs.
e. The program will help lighten the financial burden upon the parents of college students.
f. Every high school Senior should be required to participate in the concurrent program.
g. The program should not be used to relieve overcrowding in the high schools.
h. If the district had Academic and Vocational high schools, the program would not be necessary.
i. High school students should attend high school and college students attend college.
j. Registration procedures need attention.
k. If college credit can count towards high school graduation requirements, so should college grades.
l. Participant was excluded from high school sports.

Comparison and Analysis of the 1972-74 Experimental Period (15 school months) to the 1970-72 Base Period (20 school months)

	1970-72 Base Period	1972-74 Experimental Period
Number of Participants	69	201 (250 estimated by June 1974)
Number of college units earned	about 360 (90 per semester)	over 1,000 (about 1,400 with Spring participants/at least 330 per semester)
Average number of units earned per person	5 (approximately)	5 (approximately)
Academic units completed	108	at least 750 (with Spring 1974 included probably 1,000)
Grade Point Average per unit completed	-	2.88
Number of areas studied	19	at least 85

Units Completed in Major Areas

Business	0	52
English	21	235
Foreign Language	12	105
History	0	75
Mathematics	38	104
Physical Education	1	29
Political Science	9	66
Technology	238	80

Although the overall number or proportion of high school graduates going on to the community college or a four-year college probably has not been influenced significantly, as more than one graduate wrote, they have had more flexibility in class scheduling as a direct result of the concurrent program: a few basic requirements had been gotten out of the way.

A fourth of the units completed by the experimental group were in the general area of communication skills. Possession of a higher order of skill prior to full-time college participation, in the long run, may influence the degree of success in and satisfaction with college work and responsibilities. The resultant augmented self-image may in turn influence the number of high school graduates who earn Bachelor's degrees.

A more real meaning has been given to the principle of continuous educational progress. Not only has academic progress been realized, but personal and social maturation has been encouraged. (This is not a plus for college and a minus for high schools. Compulsory attendance laws make a major contribution to the general atmosphere at secondary schools. High schools are relatively impotent to select among values brought onto the campus from the community at large. Many high school students are not conscious of the values they carry and enact.)

It is apparent that some of the curricular duplication between the last two years of high school and the first two years of college, as related to general education requirements, has been bypassed by concurrent enrollment participants. This is particularly true in English, but advanced foreign language, physical education, and political science are also effected. Modification of permissive enrollment practices has exacted a price. In this case, enrollment is diminished in certain upper level high school courses. As a direct consequence, not only will fewer upper level high school courses be necessary, but a reduction will occur in the potential academic quality of students enrolled for

the affected high school courses. Even if these courses were modified, made more attractive, or even prepared the student better for college, the concurrent credit feature of advanced placement would be ultimately persuasive. In effect, concurrent enrollment has made these high school programs into electives for some students. It is from that status that these classes must compete with the allure of concurrent enrollment.

A number of options are open to the upper level high school teachers who will be affected:

1. Fight the law and spirit of intent of the concurrent program. If this possibility is pursued, the privilege of a few might be gained at the sacrifice of the privilege of many. The success of the program demonstrates that the interests of qualified students are being served. It is a misfortune that at the same time the pride of high school teachers is hurt. The specter of this program as a threat to job security seems implausible. Perhaps a partial change in assignment -- but not loss of job.
2. Accept the concurrent program as in the best interest of the students. Welcome and cherish those students who do enroll in their upper level classes -- make the experience of that class unforgettable. The quality of teaching has many dimensions. The challenge of providing a quality education for the non-brilliant has a greater potential reward for the teacher because those students require more help. The feeling gained when one human being helps another is not limited to or circumscribed by intellectual ability.
3. Create officially qualified and sanctioned advanced placement classes in the district's high schools. This avenue always remains open and would be encouraged by award of a summer stipend for appropriate curriculum development.

It is estimated that no more than 15% of the first semester concurrent students continue with the program into the second semester. Apparently it has been unusual enough, as one student reported, the college authorities did not know what to do about registering her. The implications of non-re-enrollment are not clear. It may be students are taking only enough college classes to fulfill high school graduation requirements. Or it may be since most participants are Seniors, they want their last semester at high school to be relatively free from responsibility. The later possibility appears more probable than the former, since the majority of the participants continue in college after graduation.

In retrospect, the character of advanced placement has changed from emphasis on vocational training to emphasis in academic classes. The change in emphasis is directly related to the purposes of the experimental program: exemption from specific high school graduation requirements on the basis of demonstrated proficiency in a surrogate college level course. A review of the courses completed during the experimental phase of advanced placement produces the following proportions in emphasis:

Surrogate courses	195 persons
Academic courses to which there is no high school curricular counterpart	130 persons
Technical courses	16 persons

Therefore the distribution of classes selected for concurrent enrollment is delimited by standing graduation and degree requirements. If either high school graduation requirements or college degree requirements change, a direct effect on concurrent class selection should be observable.

Post Concurrent Enrollment Activities

In late April of this year, a telephone survey of 1972-73 school year participants was conducted to determine their present activity. The following information was obtained:

	Persons (126 persons possible)	%
Attending Community College/ Full Time	41	33
Attending 4-Year College/ Full Time	29	23
Working/Full Time	8	6
Working/Part Time (in conjunction with college)	8	6
Housewife	1	-
Still in High School	11	9
Still in High School and Concurrent too	2	2
Unable to reach	26	21

Of those participants who are presently attending college full time, 41.5% are attending four-year colleges or universities. This is roughly double the rate typical of our graduating classes. Counselors should be aware of the relationship between concurrent participation and enrollment at four-year colleges shortly after graduation from high school.

Recommendations

1. Recommendations concerning the registration procedures for approved high school students at college have been suspended. Hartnell Community College has introduced corrective measures which promise to ameliorate past enrollment problems.

2. Hartnell Community College should find the means to strengthen its supervision of registration to detect enrollment of un- or non-approved high school students, both during the school year and summer session. Perhaps registrants ought to be required to display proof of age; for those under 18, additional proof of high school graduation or the signed official concurrent permission slip be required. At least 25 non-approved high school students are believed to have enrolled during the Fall Semester 1973-74 from just one of Salinas' high schools. This information was revealed when the list of approved students was compared with the Fall semester final grade print out provided by Hartnell.

3. Notification of the enrollment of approved concurrent students is very slow in coming from Hartnell. For instance, Spring semester is nearly over, yet our high school concurrent enrollment counselors have not been notified who is enrolled. Hopefully, the new registration procedures will make prompt notifications possible. Certainly, it ought to be feasible to give notifications within one month of enrollment. Notice of withdrawals could be published at each month's end and a copy provided the appropriate high school concurrent counselor.

4. Very few four-year college and university Admissions Offices are aware of Salinas' unique exemption to Title V, Section 1630. The high school district is taking steps to develop a new student permanent record which will contain an explanation of the exemption.

5. An orderly systematic written procedure needs to be developed whereby the student participant designates which of the completed college level courses he desires to be used to waive high school graduation requirements. This card should be passed on to the registrar for posting and filed in the student's folder.

6. A clear written statement of how participation in the concurrent program changes the student's high school status needs to be developed and provided each potential participant. It should include explanations of:

   a. The specific course and unit requirements which may be waived commencing with the Junior year of high school.

   b. That credit towards graduation is awarded at 3 1/3 units per college semester hour up to 40 units.

   c. That college level grades are not used in computing high school grade point averages. It is as though, for high school purposes, all grades were pass.

   d. That participants are excluded from honor rolls and the embossment of a CSF gold seal.

   (Perhaps items c and d are the most inexplicable of all. More so, because credits and grades earned at high school summer school and Salinas Adult School are both used for credit and grades and are utilized in G.P.A. computation. Perhaps a special category for honor roll and CSF membership ought to be established for concurrent students.)

   e. Concurrent students and mid-year graduates, as well, who enroll at college full time for the balance of the school year, need to be apprised that accrual of college units when transferred will produce admission with advanced standing. This development may have implications for loans, admission priority and registration procedures and privileges.

7. Concurrent students should not be excluded from interscholastic high school sports competition providing they fulfill the training and practice requirements all other regular participants meet.

8. A broadly based public relations program aimed at informing the entire student population and community as outlined on page 8 of this report ought to be implemented.

9. Specific duties and responsibilities of high school and college counselors ought to be worked out and written policies agreed to by the nigh school district and the community college.

10. Transportation between high school and college campus appears to be a problem for a few students. Perhaps a list of participants at each school could be posted and let unofficial car pools develop.

11. The special form developed to report to the district each school's concurrent experience at the end of each semester should be continued.

12. High schools should explore the development of semester courses in a specific elective sport such as basketball, volleyball, archery, or fencing. Twenty-eight of the concurrent students enrolled in specific elective sports. The plastic dinner tray approach (a portion of this sport, a portion of that) apparently did not satisfy their interests.

13. High school students who plan to attend college should be made aware that a considerable easing of the transitional adjustment between level of school and college is one very positive personal benefit imparted by the concurrent enrollment program.

14. It is hoped that this research report establishes that the concurrent and advanced placement programs are looked upon by both participating students and their parents as a very positive educational benefit, and that high school counselors find reason to actively and enthusiastically give it their endorsement in word and deed.

APPENDIX

SALINAS
UNION HIGH SCHOOL DISTRICT

ADMINISTRATION OFFICES
431 WEST ALISAL STREET
SALINAS, CALIFORNIA 93901
PHONE (408) 422-4701

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serving "California's Newest Metropolitan Area"

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Assistant Superintendent
Business Services

JOHN W. SEARLES
Assistant Superintendent
Personnel Services

The Salinas Union High School District's Concurrent Enrollment Program has entered its second year of operation. In authorizing a Concurrent Enrollment Program, state authorities mandated the district to conduct periodic evaluations. Specifically, the district is directed to determine whether the program conferred the expected educational benefit in the opinion of both the parents and the participants themselves. We would appreciate your cooperation in this evaluation by indicating your opinion concerning the attached statements. Please return your evaluation and comments to us in the enclosed envelope within a week of receipt.

To review the program briefly:

> By action of the California State Board of Education the Salinas Union High School District has been authorized to conduct an experimental curriculum project of five-year duration in which selected juniors and seniors can waive up to 40 high school credits of the 200 credits required for graduation upon successful completion of college courses. Both specific high school course requirements and credit requirements may be waived in this manner. As required by the State Education Code, the transfer rate is three and one-third semester periods for each credit hour earned in college. Therefore, a three-unit college course is the equivalent of ten high school credits.

In general, the Concurrent Enrollment Program was established to enable students to make progress toward individual educational or occupational goals. The program envisioned three major individual needs or purposes:

1. Enrollment in specialized or advanced courses (often occupational) not available in the high school curricula.

2. Reducing the time necessary for graduation from high school (making it possible to graduate one semester, or even one year early).

3. To get a head start in fulfilling the requirements for a college degree.

Sincerely yours,

Fred Greaves

Fred Greaves
Research Assistant

FG:ms
Attachment

APPENDIX II.
Student Evaluation Form

BEST COPY AVAILABLE

Please make an "x" in the ( ) that best describes your agreement or disagreement with the following statements about the Concurrent Enrollment Program.

Code # ____	Strongly Disagree	Disagree	Not Sure/ Undecided	Agree	Strongly Agree
1. Registration for the class(es) at Hartnell was as easy as at your high school.	( )	( )	( )	( )	( )
2. The class(es) that you wanted were open when you registered.	( )	( )	( )	( )	( )
3. The challenge required by your class(es) was about what you expected in:					
a. required textbook reading	( )	( )	( )	( )	( )
b. outside readings	( )	( )	( )	( )	( )
c. note taking	( )	( )	( )	( )	( )
d. concentration in lecture	( )	( )	( )	( )	( )
e. writing of papers	( )	( )	( )	( )	( )
f. taking examinations	( )	( )	( )	( )	( )
4. The challenge or effort required by your class(es) was about what is required from a senior level high school (academic) course in:					
a. required textbook reading	( )	( )	( )	( )	( )
b. outside readings	( )	( )	( )	( )	( )
c. note taking	( )	( )	( )	( )	( )
d. concentration in lecture	( )	( )	( )	( )	( )
e. writing of papers	( )	( )	( )	( )	( )
f. taking examinations	( )	( )	( )	( )	( )
5. Within the stated purposes of the Concurrent Enrollment Program, the educational benefit to you came reasonably close to or exceeded your expectations.	( )	( )	( )	( )	( )
6. You would recommend the Concurrent Enrollment Program to others with similar goals.	( )	( )	( )	( )	( )

OVER

7. Finally, please look back at the three major needs or purpose statements. Write in the answer space the number of the purpose closest to why you were motivated to participate

#_____

Please use the space below to express your opinions that would be helpful in the continuing development of this program.

APPENDIX III

BEST COPY AVAILABLE

Please make an "x" in the ( ) that best describes your agreement or disagreement with the following statements about the Concurrent Enrollment Program.

Code #_____	Strongly Disagree	Disagree	Not Sure/ Undecided	Agree	Strongly Agree
1. Your son's or daughter's concurrent enrollment class(es) contributed a positive educational benefit upon them.	( )	( )	( )	( )	( )
2. In your judgement the Concurrent Enrollment Program is satisfactorily fulfilling its stated goals for individual students.	( )	( )	( )	( )	( )
3. The Concurrent Enrollment Program should be open only to those students who have written parental permission.	( )	( )	( )	( )	( )

Please use the space below to express your opinions that would be helpful in the continuing development of this program.

UNIVERSITY OF CALIF.
LOS ANGELES

NOV 15 1974

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION